

Become the Catalyst for Student Success

**Concurrent Session #090
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Cincinnati, Ohio**

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Session Agenda

Answer these two BIG Questions:

- Who do you want to be (or become)?
- What do you want to do? (or, What are you here to do?)

**Many students (and others) are on a quest to answer
at least one or more of the following questions:**

Who am I meant to be?

What am I here to do?

Where do I want to go?

Why do I (and what I do) matter?

“Knowing yourself
is the beginning of all wisdom.”

Aristotle

“The privilege of a lifetime
is to become who you truly are.”

Carl Jung

Where you are, **RIGHT NOW?**

Extraordinary Life Self-Assessment

Extraordinary Life Self-Assessment

The Extraordinary Life Self-Assessment is test about life. These 25 statements will help you define the state of your life right now. There is no wrong or right answers, it's just a definition of your present state. Knowing where you're at right now will help you prepare the necessary stapes to decide where you want to be.

"The ordinary are here to fit into the world; the extraordinary are here to create their own worlds."

Matshona Dhliwayo

For each statement, use the following scale to reflect how well you are doing, with 1 = Poor and 4 = Excellent. **To be effective and achieve the best results, you MUST be completely honest with yourself.**

1 = Poor. I am doing poorly in this area of my life. (0-25%)

2 = Fair. I am doing okay in this area of my life. (26-50%)

3 = Good. I am doing good in this area of my life. (51-75%)

4 = Excellent. I am doing excellent in this area of my life. (76-100%)

1 = Poor 2 = Fair 3 = Good 4 = Excellent

1. I take 100% responsibility for my actions and decisions. I never complain, blame, or make excuses.
2. I take care of all aspects of my health, physically, mentally, emotionally, and spiritually. I seek help when needed. I engage in self-care practices that honor my health and well-being.
3. I live with courage and authenticity. I am true to myself and embrace vulnerability. I can express my thoughts and feelings without fear.
4. I live my life based on my personal core values. I know what matters most in my life and what gives my life meaning.
5. I believe I was put on this earth to serve something greater than myself. I find opportunities to profoundly serve others in ways that are meaningful to me.

1 = Poor 2 = Fair 3 = Good 4 = Excellent

6. I know that adversity, setbacks, and failure are a part of life and see them as opportunities to learn and grow. I handle success with humility and failure with grace.
7. I understand that I don't have control over the events that happen in my life. However, I do understand that my response to events can dictate the outcome.
8. I don't allow fear and limiting beliefs to hold me back or keep me down. I use them as fuel to keep me moving forward.
9. I am honest with myself and with others. I always do what I say I will do. I follow through on my commitments and obligations to myself and to others.
10. I have confidence in myself and my abilities. I know that my actions – more than my words – determine my results. I also know that my actions determine how others see me.

1 = Poor 2 = Fair 3 = Good 4 = Excellent

11. Change is the one constant in our lives. I embrace change and can handle change because I am flexible, adaptable, and resilient.
12. Because I don't meet the expectations of myself and others, anxiety, stress, and negativity can make me feel uncomfortable. I minimize pain and suffering by focusing less on expectations and more on gratitude and appreciation.
13. I can admit when I am wrong and make a mistake. I apologize without expectations, with sincerity, and a willingness to make things right.
14. I have a plan for life and take intentional steps to create a better future for myself. I am clear about who I want to be, what I'm here to do, and where I want to go. I have the self-discipline and self-control to be successful.
15. I have healthy relationships with family, friends, and people who support me and enhance the quality of my life. I have minimized the effect of or let go of the toxic people in my life.

1 = Poor 2 = Fair 3 = Good 4 = Excellent

16. I understand that my past doesn't dictate my future. I can forgive myself and others for previous wrongs and past mistakes.
17. I understand that sacrifices may be needed to get to where I want and need to go. I work hard, but when it's too much on me and/or affecting others in a negative way, I know to take a step back, reflect, and slow down.
18. I am grateful and appreciate all the things I have in my life. I give thanks when appropriate and compliments when deserved.
19. I take time to have fun, be creative and curious, and enjoy life. I find the beauty and the good in life every day.
20. I am fully present, mindful, and aware of my surroundings every moment. I live with the intention to get the most out of my day.

1 = Poor 2 = Fair 3 = Good 4 = Excellent

21. I do not engage in habits and activities that hinder/limit my progress. I engage in habits and activities that help me improve, grow, and move forward.
22. I have high expectations of myself and what I can achieve. I understand that growth occurs when I step out of my comfort zone.
23. I don't allow the opinions and judgment of others impede my progress of becoming my best self. I only compare my present self to my past self.
24. I accept differences in people and treat others with respect. I see the good in people and look for areas of commonality and connection.
25. I am comfortable and optimistic about my money/financial situation, now and in the future. I am fiscally responsible and financially self-sufficient.

Final score, add up your points from the 25 statements; write down your total points here: _____.

As a starting point, use the point system below to give yourself a grade for this Self-Assessment:

- **100** = I am living an Extraordinary Life. My life is perfect.
- **86.5** = I am Living a Great Life, but I know I can do a little bit better in a few areas for my life to be Extraordinary.
- **75** = I am Living a Good Life. Nothing great or unusual. There's definitely changes I can make in order to move towards Living an Extraordinary Life.
- **50** = I am living a Fair Life. I'm getting by. If I don't make any changes, I'll stay stuck here - or it may get worse.
- **25-37** = I'm living. There isn't much going right. With help, I know I can take steps to move forward and create a better life.

Please, please, please feel free to adapt and/or interpret the scoring system to your specific situation. If you feel that a score of 50 is still a great life for you, awesome! If you feel that a score of 90 means that you still have a long way to go, fantastic. The point is to use your score to design a life that matters TO YOU! This is just a starting point...

What's going well in your life?

(Typically, individual scores of 3 and 4)

What's most challenging?

(Typically, individual scores of 1 and 2)

The Data (College)

63% of students graduate from 4-year institution in 6 years or less

33% of students graduate from 2-year institution in 3 years or less

33% of declared majors change their major at least once.

25-50% of first-year students are undeclared, undecided, or exploratory

- Undergraduate Retention and Graduation Rates - <https://nces.ed.gov/programs/coe/indicator/ctr>
- Beginning College Students Who Change Their Majors Within 3 Years of Enrollment - <https://nces.ed.gov/pubs2018/2018434.pdf>
- The Developmental Disconnect in Choosing a Major: Why Institutions Should Prohibit Choice until Second Year - <https://journals.psu.edu/mentor/article/view/61278/60911>

The Data (Purpose)

68% of college students considered a spiritual calling and sense of higher purpose critical to them when considering a career.

80% of college graduates state it's very important or extremely important to derive a sense of purpose from their work.

83% of employees desire meaning and purpose in their day-to-day work. Top 3 values in workplace are related to purpose.

- The Ultimate Driver of Human Motivation: On The Quest of Finding Meaning - <https://medium.com/@kilianmarkert/the-ultimate-driver-of-human-motivation-on-the-quest-of-finding-meaning-fb6652e851f4>
- Forging Pathways to Purposeful Work: The Role of Higher Education - <https://www.gallup.com/education/248222/gallup-bates-purposeful-work-2019.aspx>
- Putting Purpose to Work: A Study of Purpose in the Workplace - <https://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-putting-purpose-to-work-purpose-survey-report.pdf>

The Data (Workplace Engagement)

13% of employees
are actively
disengaged

51% of employees
are not engaged

Only 36% of
employees are
engaged

- U.S. Employee Engagement Reverts Back to Pre-COVID-19 Levels - <https://www.gallup.com/workplace/321965/employee-engagement-reverts-back-pre-covid-levels.aspx>

Big Six College Experiences

These “Big Six” College Experiences increases odds for graduates to be engaged at work and to be prepared for life:

- Had at least one professor who make them excited about learning.
- Had professors who cared about them as a person.
- Had a mentor who encouraged them to pursue their goals and dreams.
- Worked on a project that took a semester or more to complete.
- Had an internship or job that allowed them to apply what they were learning in the classroom.
- Was extremely active in extracurricular activities and organizations.

Employee Engagement

Past Focus/Practices

- My Paycheck
- My Satisfaction
- My Boss
- My Annual Review
- My Weaknesses
- My Job

Future Focus/Practices

- My Purpose
- My Development
- My Coach
- My Ongoing Conversations
- My Strengths
- My Life

The Data (Entrepreneurship)

15.6% of adult population are entrepreneurs

40% of working population are independent workers

43% of working population have side hustles (side businesses)

(prediction) 50%-80% of working population will be independent workers by 2030

- 10 Entrepreneurship Statistics That You Need to Know in 2021 - <https://www.oberlo.com/blog/entrepreneur-statistics>
- 40% of workers are contingent workers - <https://www.forbes.com/sites/elainepofeldt/2015/05/25/shocker-40-of-workers-now-have-contingent-jobs-says-u-s-government/?sh=3168267e14be>
- 43% of full-time workers have side hustles - <https://www.bankrate.com/personal-finance/side-hustles-survey-june-2019/> and <https://www.sidehustlenation.com/side-hustle-statistics/>
- 50% of workforce will be contingent workers - <https://www.talentwave.com/the-u-s-contingent-workforce-challenge/>
- 50% of workforce are contingent workers (2020); 80% by 2030 - <https://serraview.com/gig-economy-impacting-corporate-workplace/>

Transactional Advising is motivated by the desire to get the most one possibly can while giving as little as possible. The student sees the relationship as “it’s all about me“ and “what I can get,” not about what they can give. Transactional relationships protect and minimize what advisors share with their students. Transactional conversations are defined by an exchange: “I need this, you need that” or “I need to do this, you need to do that.”

Characteristics:

- Passing on information from the advisor to the student
- Advisors are trained for specific tasks to “please” the student
- Focus on the immediate needs of the student
- Tasks can be performed relatively quickly
- Tasks are assigned based on strengths and expertise of advisor to increase output
- Agenda is determined by specific functions of advisor/unit
- Success is determined by solving student problem
- Easy to measure
- Limited interaction with student
- Student interactions more focused on the self than on others
- Foundation for execution and progression in our lives
- Typically tied to Institution-based goals

Transformational advising inspires students to innovate and create in ways that will help them grow and shape the future success of their education. Having a higher purpose helps them to make specific intentions for change to occur. Trust is the key mediating factor; it determines whether the student enters a relationship with the intent to help make the change needed to improve their working and/or living environment. Transformational conversations are discussions where ideas are shared, leading to an understanding of "transforming" ourselves into the next version of ourselves.

Characteristics:

- Focuses on the message being delivered, not on the task at hand
- Takes time to form relationship/connection with student
- Partnership built on a foundation of trust
- Focus on love, care, and/or inspiration for the student
- A commitment to goals, mission, purpose, and outcomes for the student.
- Agenda is determined by student
- Success is determined by student growth and development
- Hard to measure
- Specific conversations with student that evolves over time
- More focused on others than on the self
- Foundation for the evolution and progression of our soul and of our being.
- Typically tied to student-driven goals



Transition: The process when you decide to move your life from where you are right now to where you want to be at some point in the future.

Transformation: The process of changing who you are, the way you see yourself, the way you are viewed by the world, and the way you interact with the world.

Purpose: A sustained, fully-engaged commitment to future-directed goals and activities that empower you to explore, cultivate, and express an ever-evolving **best version of yourself in service to something bigger than yourself.**

Meaning: The reason and significance behind who you are, what you do, and why you do it. It is something you develop, something you share, and something you create throughout your life, which can be formed in every moment through impactful positive experiences and/or significant negative experiences/trauma.

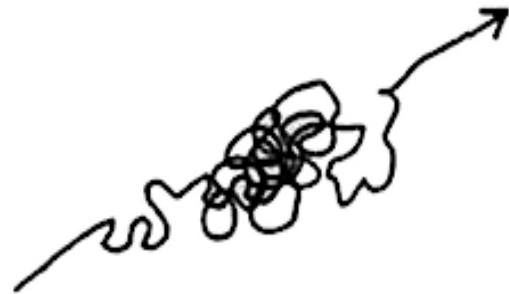
Mission: A mission is an important task or duty that you are given to do. Your mission is the "work" that ignites your unique gifts in service to something bigger than yourself, something that matters to you so much that it will make a positive difference in the world.

Vision: The use of imagination and wisdom to paint a vivid mental image of what you want to achieve in the future, based on your goals, dreams, and aspirations. Your vision is your desired future state as it captures the essence of where you want to go, serves as the inspiration to give your best, and shapes the reason why you are doing what you do.

SUCCESS



What people think
it looks like



What it really
looks like

Image from: <https://programs.mikegoncalves.com/wp-content/uploads/2016/11/success-1024x576.png>

Your
comfort
zone



Image from: <http://in8.uk.com/wp-content/uploads/2016/03/Comfort-zone-small.jpg>

“Our job in this lifetime is not to fit into some mold that others have determined is best for us.

Our job is to find out who we already are – and become it.”

Steven Pressfield

Life Design Catalyst Program

Empowers students, faculty, and staff in higher education and people at a crossroads in life with the tools and resources to optimize their lives and actualize their potential so they can become the best version of themselves in service to something bigger than themselves in order to make the world a better place and create hope for a better future.

Purpose (“Who am I here to be?”),
Meaning (“Why do I matter?”),
Mission (“What am I here to do?”),
Vision (“Where do I want to go?”).

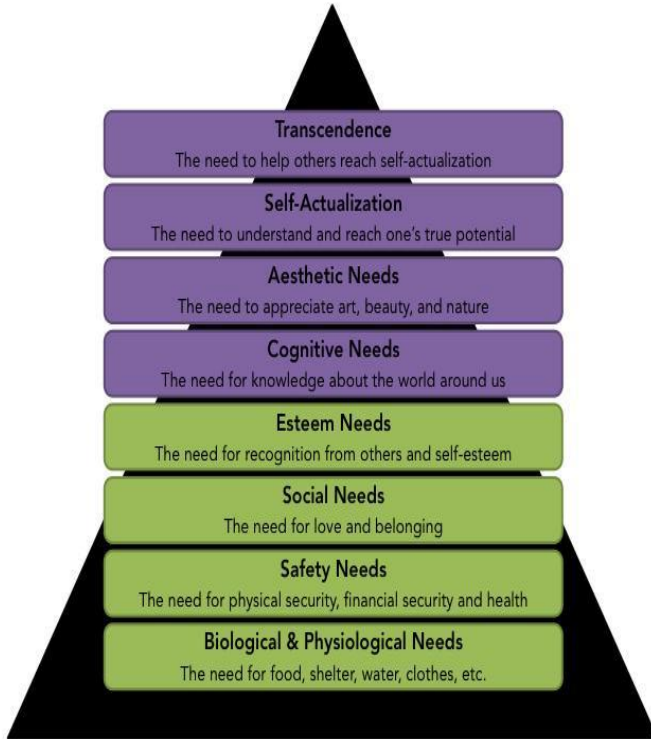
In every moment, you get to choose
– move forward into growth (+1) or
backward into safety (-1).

Simple Rules for Success: (1) Know Yourself.
(2) Serve Profoundly. (3) Find Your Right Pond.

Motto: “Find Your Why, Find Your Way.”

Better Character => Better People.
Better People => Better Students

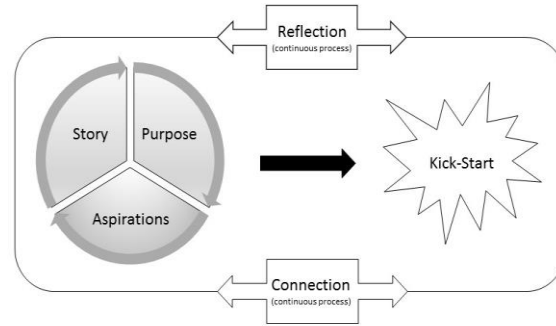
The Life Design Catalyst Spirit: (1) Become deeply engaged in and committed to meaningful work and passionate goals; (2) Be intentional and persistent in all activities by taking calculated risks to create substantial value and generate significant results despite adversity, obstacles, and failure; and (3) Step out of your comfort zone to use curiosity, creativity, imagination, and resourcefulness to design a plan for a better life and a better future for yourself and for others.



Life Design Catalyst Program "SPARCK" Model

Story, Purpose, Aspirations,
Reflection, Connection, Kick-Start

Through the exploration of purpose and meaning, The **Life Design Catalyst Program** incorporates a holistic view of the world and engages students in a process where they feel empowered, passionate, energetic, and committed to create a life they desire – a life that represents who they are and where they want to go. In turn, they fully invest their best selves – physically, mentally, emotionally, and spiritually – in creating meaningful work and developing a life of significance.



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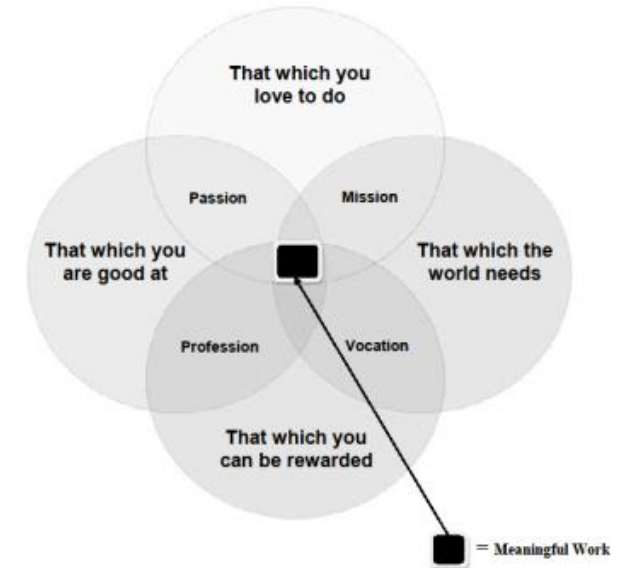
The Life Design Catalyst Program incorporates:

Self-Actualization/Self-Transcendence
Design Thinking
Self-Mastery/Self-Expertise
Life Design Catalyst Coaching
Contemplative Practices
Entrepreneurial Spirit

SPARCK Principles:

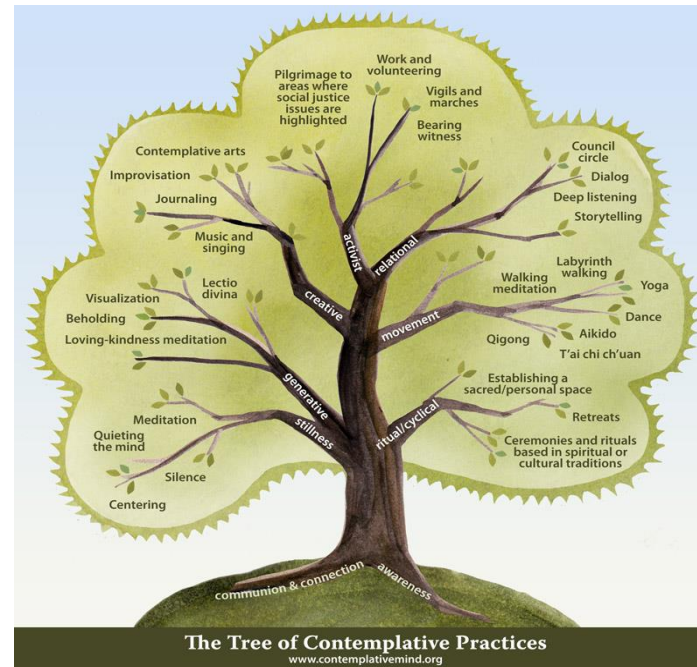
Story: Who am I? Who do I want to be?
Purpose: What am I here to do?
Aspirations: Where do I want to go?
Reflection: How am I doing?
Connection: Who can I partner with?
Kick-Start: What will I do NOW (or NEXT)?

Meaningful Work Model Life Design Catalyst Program



Engaging in Meaningful Work consists of three parts:

- Sharing your greatest gifts and talents for something bigger than yourself.
- Recognizing that the work must be personally and profoundly meaningful to you.
- Understanding that the work has importance and significance to others.



Who does Life Design Catalyst work?

A Life Design Catalyst (Coach) uses a combination of powerful questions, reflective tools, storytelling, and intuition to serve students (and others) in many different capacities, sometimes within the same conversation/exchange:

Advisor

Facilitator

Listener

Teacher

Coach

Ass-Kicker

Supporter

Promoter

Mentor

Counselor

Inspirer

Friend

Guide

Storyteller

Trainer

Leader

Helper

Collaborator

Sponsor

Advocate

How many of these roles do you serve in your current position?

Life Design Catalyst courses

- HHS125: What Could I Do With My Life (1 credit) – Fall Semester
- HHS135: Redesign a Life You'll Love (1 credit) – Spring Semester
- (New) HHS150: Enhancing Personal and Academic Success (3 credits) – Fall (and Spring) Semester
- HHS250: Purpose-Driven Entrepreneurship/Side Hustle 101 (3 credits) – Spring Semester
- HHS275: Entrepreneurial Personal Branding (3 credits) – Spring Semester

What **SHOULD** I do with my life?

(expectations)

VS.

What **COULD** I do with my life?

(possibilities)

Simple Rules for Success

1. Know Yourself

2. Serve Profoundly

3. Find **Your** Right Pond

Framework for our “HHS125: What Could I Do With My Life”
First Semester, First-Year Experience Course

“HHS125: What Could I Do With My Life”

Know Yourself

- Personal Responsibility
- Personal Integrity
- Personality Assessments (Myers-Briggs; Enneagram; Holland Code)
- Strengths Assessments (Character; Engagement; Principles You)
- Values Assessments (Personal Core; Desired Work; Lifestyle)
- Motivators (Personal; Workplace)
- Personal Superpowers
- Seven-Word Life Motto (Tagline)

Serve Profoundly/Find Your Right Pond

- Meaningful Work Statement
- Major Exploration Academic Plan/Calling Connection Career Plan
- Core Emotional Challenges/Pressing Societal Issues
- Problem-to-Solve One-Liner
- Life's Work Endeavors (Educational, Experiential, Employable, Entrepreneurial)
- I Am Because You Were Statement
- Dream Team/Dream Community
- Vision for Service Statement

What I Want From College...

Why are you in college? What do you hope to gain by being here? This activity will have you select your top FIVE (5) reasons for attending college. (313 responses: 186 responses online, 127 responses in-person)

- 1. I want to make sure I have a good job after I graduate. – 136 (43.5%)**
- 2. I want to get a college degree. – 128 (40.9%)**
- 3. * I want to learn and grow. – 124 (39.6%)**
- 4. * I want to make my parents/my family proud. – 119 (38.0%)**
- 5. * I want to figure out what to do with my life. – 90 (28.8%)**
- 6. * I want to find my purpose in life. – 85 (27.2%)**
- 7. I want to improve my study/note-taking skills. – 80 (25.6%)**
- 8. * I want to help people and serve my community. – 66 (21.1%%)**
- 9. * I want to find the right major/career for me. – 56 (17.9%)**
- 10. I want to get into grad school/professional school (i.e., Law School, Medical School, etc). – 56 (17.9%)**

What's Important to Me?

2017-2019 (1,065 responses)

1. Being healthy physically, mentally, emotionally, and spiritually (68.8%)
2. Being happy/enjoying life (53.1%)
3. Connecting and spending time with family (52.58%)
4. Getting my degree/getting a good education (48.8%)
5. Being successful in life (45.2%)
6. Practicing my religion/spirituality (28.2%)
7. *Connecting and spending time with friends (27.3%)*
8. Getting a job/being employed/having a career (23.6%)
9. Helping/serving others in a meaningful way (21.1%)
10. Living a fulfilling life/living a life with no regrets (20.4%)

2021 (167 responses)

1. Being healthy physically, mentally, emotionally, and spiritually (64.1%)
2. Being successful in life (49.1%)
3. Getting my degree/getting a good education (46.7%)
4. Being happy/enjoying life (44.9%)
5. Connecting and spending time with family (36.5%)
6. Getting a job/being employed/having a career (27.5%)
7. *Having fun/having a good time (25.1%)*
8. Helping/serving others in a meaningful way (25.1%)
9. Practicing my religion/spirituality (24.6%)
10. Living a fulfilling life/living a life with no regrets (23.9%)

In-Class Activities:
Journaling Questions
“Know Yourself”

Inspirational Video

- 5 Minutes for the NEXT 50 Years of Your LIFE (Matthew McConaughey) - <https://www.youtube.com/watch?v=OKJImnk-gzQ>

Journaling Questions

- What does success mean to me?
- Who am I? Who am I NOT?
- What lights me up? What keeps my fire burning? What turns me on?
- What makes me come alive? What am I curious about?
- What's working in my life? What's not working in my life?
- What do I need to keep doing? What do I need to let go of?
- Where do I need to focus my time and energy?
- What brings me joy? What makes me happy?
- Who brings out the best in me? Who brings out the worst in me?

“What Could I Do With My Life”

Know Yourself

- **Personal Responsibility**
- **Personal Integrity**
- **Personality Assessments (Myers-Briggs; Enneagram; Holland Code)**
- **Strengths Assessments (Character; Engagement; Principles You)**
- **Values Assessments (Personal Core; Desired Work; Lifestyle)**
- **Motivators (Personal; Workplace)**
- **Personal Superpowers**
- **Seven-Word Life Motto (Tagline)**

Serve Profoundly/Find Your Right Pond

- **Meaningful Work Statement**
- **Major Exploration Academic Plan/Calling Connection Career Plan**
- **Core Emotional Challenges/Pressing Societal Issues**
- **Problem-to-Solve One-Liner**
- **Life's Work Endeavors (Educational, Experiential, Employable, Entrepreneurial)**
- **I Am Because You Were Statement**
- **Dream Team/Dream Community**
- **Vision for Service Statement**

Tell Me About Yourself...

The Question asked in most interviews. How would you – and your students – answer this question?

Seven Word Life Motto:
Rainy days make rainbows for tomorrow.

Character Strength
Kindness
Humor
Fairness
Social Intelligence
Hope

Personal Motivators
Personal Development
Safety/ Security
Spirituality
Family
Wisdom

Superpowers
Innovative
Persuasive
Charming
Straightforward
Sincere

Lifestyle Values
Spend time with Family
Having a Life Alone
Engaging in practices of inner peace.
Bat at home/make own food
Live in peaceful/quiet setting
Have enough money to live comfortably.

Engagement Strengths
Connectedness
Consistency
Context
Harmony
Realtor

Personal Integrity Statement
For me to live with greater integrity, I will learn how to be selfish with myself by creating boundaries that do not allow others to interrupt my peace

Enneagram - Type 6
Friendly
Supportive
Hardworking

Personal Core Values
Accomplish goals
Avoid judgement
Be safe & Secure
Change the World
Serve something bigger than Myself/ Leave a Legacy


Desired Work Values
Advancement
Excitement
Cultural
Stability/ Money
Making a difference

Superhero Theme Song
Lovely Day - Bill Withers

Personality Type - Advocate (INFJ)
Passionate
Principled
Creative

Superpower Tagline:
It is okay have bad days. Just don't let the bad days define you, as a person.

JUSTLYADJ: A hero that is is destined to save herself by becoming the best version of herself



PURPOSEFUL PARIS



Personality Type - INFP
Open-minded
Creative
Caring

Enneagram Type 8
Self-confident
Supportive
Protective

Lifestyle Values
Have enough money to be comfortable
Live with spouse
Spend time with family and friends
Have time to pursue interests
Have a big home

7 Word Life Motto
With God, there is always a way.

Superhero Theme Song
Live Your Life
By T.I ft. Rihanna

Personal Motivators
Accomplish goals
Be successful
Spend time with family/friends
Become my best self
Have a sense of purpose
Be independent

Desired Work Values
Money/Wealth
Time for family/self
Help Society
Job Security
Independence

Engagement Strengths
Belief
Connectiveness
Empathy
Focus
Activator

Character Strengths
Honest
Humor
Creativity
Hope
Gratitude

Personal Core Values
Family
Honesty/Trust
Enjoyment/Happiness
Accomplishment/Achievement
Wisdom

Personal Superpowers
Loyal
Self-confident
Helpful

Superhero Tagline
Make today count, because tomorrow isn't promised.

Personal Integrity Statement
For me to live with greater integrity, I will try to not be so judgmental and give others the benefit of the doubt.

Personal Core Values
Family
Honesty/Trust
Enjoyment/Happiness
Accomplishment/Achievement
Wisdom

Bubbly Brianna

7 Word Motto: "Wherever Life Plants You, Bloom with Grace."



Personality Type (SFJ)
Practical
Compassionate
Caring

Enneagram #1
Perfectionist
Reformer
Moralizer

Character Strengths
Judgement
Perseverance
Leadership
Kindness
Fairness

Engagement Strengths
Deliberative
Learner
Significance
Responsibility

Lifestyle Values
Live w/ Spouse
Travel Frequently
Spend Time w/ Family
Have a Big Home
Have an Excessive Amount of Money
Prefer Change in Seasons
Prefer Going Out

Work Values
Advancement
Fun
Job Security
Making a Difference
Money/Wealth

Core Values
Family
Happiness
Friendship
Accomplishment
Fitness/Health

Personal Motivators
Become a Better Me
Be in Control of My Life
Do Something for Someone Else
Have People Being Proud of Me
Be Productive

Superpowers
Self-Disciplined
Sociable
Natural Leader


Theme Song:
Soulmate - Lizzo

Tagline
"Self-love isn't selfish, it's important."

Personal Integrity Statement
For me to live with greater integrity, I will be more open to admitting when I am wrong or make mistakes and speak the honest-truth about myself without exaggeration negatively.

You, The Superhero Poster (Know Yourself)

Current State vs. Ideal State Poster



Personality Type - Consul (SFJ)
Secure
Stable
Friendly

Enneagram - Type 1
Order
Right
Improvement

Character Strengths
Power
Selfish
Humor
Fairness
Leadership

Engagement Strengths
Competitiveness
Belief
#pup
Responsibility
Daring
Achiever

Personal Superpowers
Caring
Cautious
Ethical
Fair
Punctual

Personal Integrity Statement
For me to live with greater integrity, I will be more honest with myself and deal with things that do not come out the way I want. I will also start being more understanding with others.

Personal Core Values
Family
Loyalty/Trust
Religion
Spirituality
Fairness/Equality/Diversity
Accountability/Responsibility

Desired Work Values
Personal Development
Independence
Flexible Hours
Friendships
Making a Difference

Lifestyle Values
Spend time with family and friends
Participate in family-oriented activities
Live in peaceful/quiet settings
Integrate a balance between work and life
Have enough money to be comfortable
Be active in church/religion/faith
Live with spouse/partner
Attend sporting events

Personal Motivators
Spend time with family and friends
Grow without wrong
Make wise choices
Live according to my values
Live like the fullest
Help/love others

Superpower Tagline
If I were any everybody, would I do "every day I grind!"

Superhero Theme Song
"Crazy Train" - Ozzy Osbourne

Seven-Word Life Motto
"Today makes you who you are tomorrow."

Character Strengths
Kindness
Curiosity
Honesty
Spirituality

Personal Motivators
Become a better me, be able to travel/explore new places, be happy, be safe and secure, feel worthy, follow my faith/religion, have financial security/financial stability


Desired Work Values
Travel
Creativity
Culture/Community
Time for family/self
Help others/society

Enneagram #8
Assertive
Supportive
Protective

Superhero Theme Song
"Epiphany" - BTS

Personal Core Values
Religion
Family
Persona development/growth
Creativity/self-esteem
Respect

Dynamic Dora



Personality Type - INFP
Empathetic
Loyal
Curious

Lifestyle Values
Be active in church/religion/faith
Have a big home, spend time with family and friends
Engage in volunteer work, have time to pursue interest
Be involved in outdoor activities
Spend time working on arts and crafts

Seven-Word Life Motto
If you're gonna be anybody, be you

Super Powers
Adaptable
Caring
Involved
Mature
Realistic

Character Strengths
Kindness
Curiosity
Honesty
Spirituality

Personal Motivators
Become a better me, be able to travel/explore new places, be happy, be safe and secure, feel worthy, follow my faith/religion, have financial security/financial stability

Desired Work Values
Travel
Creativity
Culture/Community
Time for family/self
Help others/society

Enneagram #8
Assertive
Supportive
Protective

Superhero Theme Song
"Epiphany" - BTS


Personal Core Values
Religion
Family
Persona development/growth
Creativity/self-esteem
Respect

Engagement Strengths
Empathy
Belief
Learner
Adaptability
Harmony

Superpower Tagline
If at first you don't succeed, dust yourself off and try again

Personal Integrity Statement
For me to live with greater integrity, I will be more honest with myself.

EXUBERANT ELIZABETH



Personality Type
Advocate (INFJ)
Inspirational
Altruistic
Passionate

Personal Motivators
Accomplish goals
Become a better me
Be in control of my life
Make a difference in the world
Have meaningful relationships

Seven Word Life Motto
"Today's too tomorrow you worried about yesterday"

Character Strengths
Kindness
Love
Spirituality
Fairness
Hope

Enneagram Type 3
The Achiever
The Performer
The Motivator

Personal Core Values
Personal Development/Growth
Family/Friendship
Enjoyment/Happiness
Religion/Spirituality
Accomplishment/Achievement

Lifestyle Values
Have enough money to be comfortable
Live near family and/or friends
Participate in family-oriented activities
Have time to yourself
Live in peaceful/quiet setting

Personal Integrity Statement
For me to live with greater integrity, I will be more honest with myself and others. I will also take full responsibility for my actions and decisions - and my consequences.

God IS WITHIN HER; SHE WILL NOT FAIL - PSALM 46:5

Superhero Theme Song
"You pulled me through" - Jennifer Hudson

Engagement Strengths
Learner
Individualization
Completion
Connectiveness
Empathy

Desired Work Values
Personal Development
Make a Difference
Flexible Hours
Friendships
Excitement

"This activity taught me a lot about myself and what makes me as a person. I've learned what really brings me joy and where I need to focus my time and efforts."

The Dream Dean

Personality Type – ENFP/INFP

Creative
Introspective
Authentic

Enneagram – Type 3 “The Achiever”

Driven
Valued
Inner-Directed

Enneagram – Type 8 “The Challenger”

Self-Confident
Decisive
Resourceful

Character Strengths

Zest
Love of Learning
Creativity
Gratitude
Hope
Spirituality

Principles You Archetypes

Shaper
Inventor
Inspirer

Engagement Strengths

Maximizer
Futuristic
Relator
Belief
Activator

Connectedness

Lifestyle Values

Prefer warm weather/climate.
Be involved in sporting activities.
Spend time with close friends/community/tribe.
Contribute to well-being of others.
Engage in practices for inner peace.
Spend time reading and/or writing.
Live with (and spend quality) with partner.



Superhero Theme Song
“Made for This” - Carrollton

Seven-Word Life Motto

“Dream Big. Live With Purpose.
Inspire Others.”

Superpower Tagline

“Achieving more than anyone
thought possible.”

Superpowers

Curator
Purpose-driven
Transparent
Connectedness

Personal Motivators

Become my best self
Be around like-minded people
Leave a legacy/be remembered
Do work that's significant
Focus on health and well-being
Have financial security/stability
Make an impact on others

Workplace Identity and Motivators

Identity: The Thinker
Motivators: Purpose, Autonomy,
Creativity, Impact, Learning

Desired Work Values

Personal Development
Independence
Flexible Hours
Friendships
Making a Difference

Personal Core Values

Fitness/Health
Wisdom
Personal Development/Growth
Family/Friends (Community/Tribe)
Spirituality

“What Could I Do With My Life”

Know Yourself

- Personal Responsibility
- Personal Integrity
- Personality Assessments (Myers-Briggs; Enneagram; Holland Code)
- Strengths Assessments (Character; Engagement; Principles You)
- Values Assessments (Personal Core; Desired Work; Lifestyle)
- Motivators (Personal; Workplace)
- Personal Superpowers
- Seven-Word Life Motto (Tagline)

Serve Profoundly/Find Your Right Pond

- **Meaningful Work Statement**
- **Major Exploration Academic Plan/Calling Connection Career Plan**
- **Core Emotional Challenges/Pressing Societal Issues**
- **Problem-to-Solve One-Liner**
- **Life's Work Endeavors (Educational, Experiential, Employable, Entrepreneurial)**
- **I Am Because You Were Statement**
- **Dream Team/Dream Community**
- **Vision for Service Statement**

Major Exploration Academic Plan

Nursing

Entrance Requirements

1. Enter UNCW as a new, full-time freshman on a 4-year plan of study.
Full-time enrollment is minimum 12 credit hours per semester.

2. Complete all but one of the following required science courses:
 - CHE 104 - BIO 271 - BIO 277 - BIO 280

3. Complete all but one of the following required science courses:
 - CHE 104 - BIO 271 - BIO 277 - BIO 280

4. Complete 3 semesters of UNCW (minimum of 45 semester hours)
 with an overall score of 2.75 or above on the ATI TEAS.


5. APTI/ATI PEARLINE: December 1st - February 28th

6. Graduate or Honors in each of the following courses:
 - BIO 271 or 277 or 280 - BIO 277 or 277 or 280 - BIO 280 - HOF 211 - PSY 121
 - CHE 104 - SOC 101 or SOC 202 or ATY 100 or RCD 215, NTR 125
 - STA 108 - PHI 121 or PHI 120 or RCD 203.

Strategies

- Work or volunteer in healthcare and medical settings during summers and breaks.
- Shadow nurses in different settings to learn which one holds the most appeal.
- Gain experience through externship or internship programs.
- Take electives in areas such as wellness, holistic health, medical ethics, and death.
- Get involved in student organizations and seek leadership roles.
- Learn to be organized and manage stress well.
- Develop patience, the ability to work with both patients and families for long periods, and good listening skills. Learn to work effectively with people from different cultures, races, and socioeconomic backgrounds.
- Prepare to work nights, weekends, and holidays in a hospital setting.
- Join relevant professional associations and plan to attend continuing educational programs.
- Obtain a master's or doctoral degree for advanced practice nursing - some specialties may also require certification.

"Because I have an interest in self help and personal growth, I will use my caring for others to love people in emotional and physical crises so that I can improve their lives by helping them see the world as a better and brighter future for all."
 - Plan B: Psychology



4 year plan

1st year	2nd year	3rd year	4th year
BIO 271 or 277 + lab	BIO 271, 277 or 280	NUR 326	NUR 410/L
CHE 103 (GNS)	CHE 104	NUR 320	NUR 420/L
CHE 110 (option to take with CHE 104)	PHI 121 or 220	NUR 325	NUR 430
HOF 211 (GNS)	GRD	NUR 330	NUR 335
GRD WITH SI marker (CST 105)	G-FA	NUR 340	NUR 430/L
FMS WITH WZ marker	NTR 213	NUR 360	NUR 415
	STA 108	NUR 365	NUR 440
	OLT	NUR 375	NUR 440
	WI/OPR	NUR 385	NUR 490
	GRD WITH ILM		
	FMS		

Spring 2019

- BIO 271 or 277 + lab
 - CHE 103 (GNS)
 - CHE 110 (option to take with CHE 104)
 - HOF 211 (GNS)
 - GRD WITH SI marker (CST 105)
 - FMS WITH WZ marker

Employers

- Hospitals
- clinics
- Birth centers
- Summer camps
- Home health agencies
- Ambulatory care centers
- Plastic care clinics

Starting Salary

Associates: \$67,000 | Bachelors: \$74,000 | Masters: \$86,000

Students and organizations?

- American Medical Student Association
- Association of nursing students
- Phi Epsilon Prehealth student association
- Healthcare staffing agencies
- staff nursing

Interships: Associate Professional, responsible for assisting the assigned qualified Patient Health Professional.

Side hustle: child care - building a child care

Meaningful work Statement

Because I have an interest in medical care, I will use my sense of caring for others and working with my hands to help, heal, and inspire those with special needs, babies, and elderly so they can feel loved and cared about.

Experience matters!

- CNA Licenses (still active)
- Home home care
- Nursing home experience (Quality Patient)

Before College

Nursing School Requirements

- 128 semester hours
- 3.0 gpa (3.0)
- GEC with C or better
- Nursing Cognates

Social Work Requirements

- 51 semester hours
- 2.5 gpa
- C or better (Soc, 215, 216, 218, 219, 220, 221)
- application packet

Major

Nursing

Plan B

Social Work

Interest Minors

- Women's & Gender Studies (minimum of 7 credit hours)
- African American Studies (minimum of 7 credit hours)

Student Groups and Professional Organization

- American Medical Student Association (on campus)
- American Nursing Association (professional)

Side Hustle

- styling and dyeing hair
- Baby sitting

Courses to Take for Fun!

- Astronomy
- African American/African Diaspora Studies

4 year plan

1st year	2nd year	3rd year	4th year
BIO 271 or 277 + lab	BIO 271, 277 or 280	NUR 326	NUR 410/L
CHE 103 (GNS)	CHE 104	NUR 320	NUR 420/L
CHE 110 (option to take with CHE 104)	PHI 121 or 220	NUR 325	NUR 430
HOF 211 (GNS)	GRD	NUR 330	NUR 335
GRD WITH SI marker (CST 105)	G-FA	NUR 340	NUR 430/L
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	STA 108	NUR 365	NUR 440
	OLT	NUR 375	NUR 440
	WI/OPR	NUR 385	NUR 490
	GRD WITH ILM		
	FMS		

what can I do w/ my major?

	Role	where?	Info/Strategies
Nursing - Registered Nurse	provide treatment and care while educating.	hospitals nursing homes mental health facilities day care	combine science and tech with desire to help people physical planning + emotional stability to allow stress and direct people responsibility
Social Work - Child Life Specialist - Social Worker	help, serve and provide shade in need	public schools hospitals group homes day care	empathy, appreciation diversity, social change client change impact the cause and become involved locally Best to learn another language

Salary:

- Registered Nurse (BSN) (Starting) \$56,992
- Social worker (Starting) \$44,563
- Child Life Specialist (Starting) \$41,283

Courses for Spring 2019

- G&T- Mythology
- G&P- Hinduism
- G&S- BIS in/ML
- WI - Black women in the U.S.
- SI - Special Topics in African American Studies: Race and Representation

Major Exploration Academic Plan

Nursing

Requirements

- Maintain a GPA of 3.0 or higher
- A grade of "C" or higher in BIO 277, KIN 292, BIO 280, HDF 211, PSY 121, CHE 104, SOC 101, ATY 100, NTR 215, PHI 121 or PHI 220, RCO 205, STA 108
- Take the TEAS (Test of Essential Academic Skills)
- Apply by Spring Semester of Sophomore year (Feb 1st)

Salary:

- Registered Nurse: \$56,933
- Family Nurse Practitioner: \$84,613
- Pediatrics Nurse Practitioner: \$83,021

Grad Schools?

- UCLA
- University of St. Augustine for Health Sciences

UNCA Organizations

- Associations of Nursing Students
- Multicultural Nursing Students Association

InterShips


- Associate Professional-part time in Greensboro

Social Work

Requirements

- Complete SNK 215 w/minimum grade of C*
- Minimum of GPA of 2.5 and complete 51 semester hrs
- Enrolled in SNK 310 + SNK 311 or SNK 215, 310 + 311
- Apply by December 1st of Sophomore year
- 2 professional references, Essay, Complete Application

Side gig



4 year course

Spring 2019: BIO 271 + Lab, CHE 103, HDF 211, CST 105, CHE 103	Spring 2019: Sociology 101, HDF 212, CST 105, GHP, GHP
Fall 2019: BIO 271 + Lab, CHE 104, PHI 121, GHP W/6L, GFA W/6L Marker	Fall 2019: SNK 215, ECO 101, Natural Science + Lab, Foreign Language, GLT/WFA/GPR
Spring 2020: BIO 277 + Lab, NTR 215, STA 108, Elective	Spring 2020: PSC 200, Philosophy, Foreign Language, GLT/WFA
Fall 2020: NUR 310, NUR 355, NUR 380	Fall 2020: SNK 310, SNK 311, STA 106, PCS 308
Spring 2021: NUR 340H+L, NUR 385, NUR 360H, NUR 375	Spring 2021: SNK 315, SNK 325, SNK 351, PCS 318, Elective
Fall 2021: NUR 410+L, NUR 420+L, NUR 450, NUR 365	Fall 2021: SNK 411, SNK 413, SNK 500, SNK 415
Spring 2022: NUR 430+L, NUR 415, NUR 440, NUR 440	Spring 2022: SNK 412, 414, 416, 500, Elective

Salary

- Social Worker: \$44,553
- Medical Social Worker: \$52,329
- Clinical Social Worker: \$52,805

Grad School?

- Holy Names University
- University of New York at Buffalo

Study Abroad

- UK - Keele University, University of Strathclyde
- Australia - Federation University

Internships


- Hip us and handness - part time
- Mortgage Services Intern - part time

Because I have an interest in children and people, I use my caring for others to make people happy and well in the world.

+ Pharmacy

pharmacist ('fār-mə-sist) n. 1: the only person who can sell drugs LEGALLY 2: a group of people who Rx-tra special 3: loves to give people a "dose of their own medicine"

-DIPA OZA- 4/5/18



High Point University Requirements:

- Complete the 65-hour pre-pharm curriculum
- complete PEAT exam
- 3 letter of recs and apply through PharmCAS
- Complete online supplemental app
- interview

Graduate Schools:

- High Point University *
- Campbell University
- Wingate University
- UNC Chapel Hill

ALL NC SCHOOLS

Side Career: Cosmetology

Schools: Empire Beauty School, ANEDA, Virginia College

Salary: \$26,400/year

Employment:

- Salons
- dept store for experience
- own a business

Meaningful Work Statement

Because I value knowledge/learning/education and have an interest in medicine/medical care, I will use my gift of wanting to take care of / counsel unhealthy people so that I can make an impact in the healthcare world being a pharmacist to ensure that all people are healthy and well.

2018 Courses in Pharmacy School (Year 1)

FALL:




- Introduction to Medicinal Chem & Lab
- Physiology of Wellness & Disease
- Pharmaceutical Calculations
- Intro to Pharm practice & Lab
- Intro to Pharmacology
- Dean's Intro to Pharmacy
- Case Presentation 1

Spring:

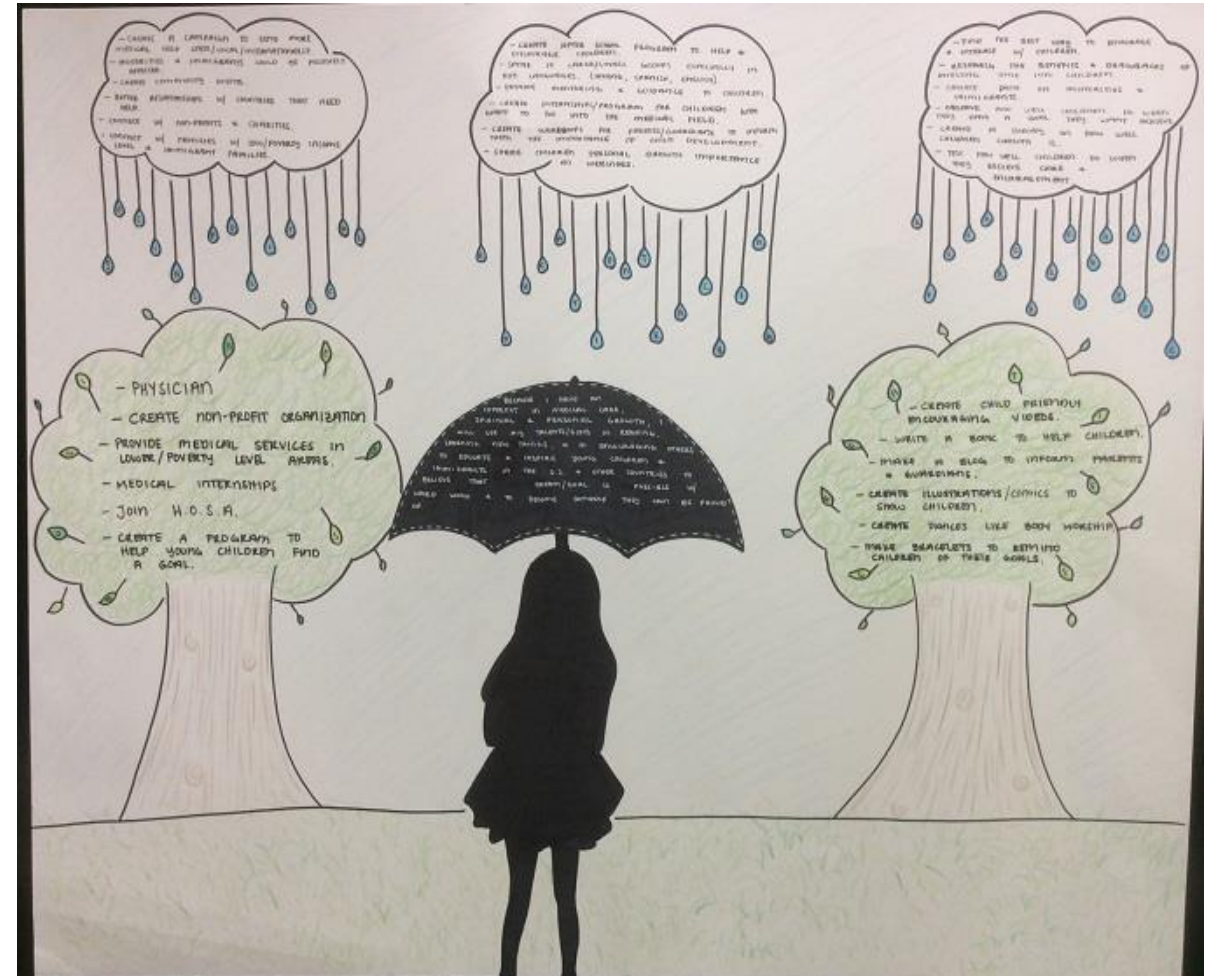
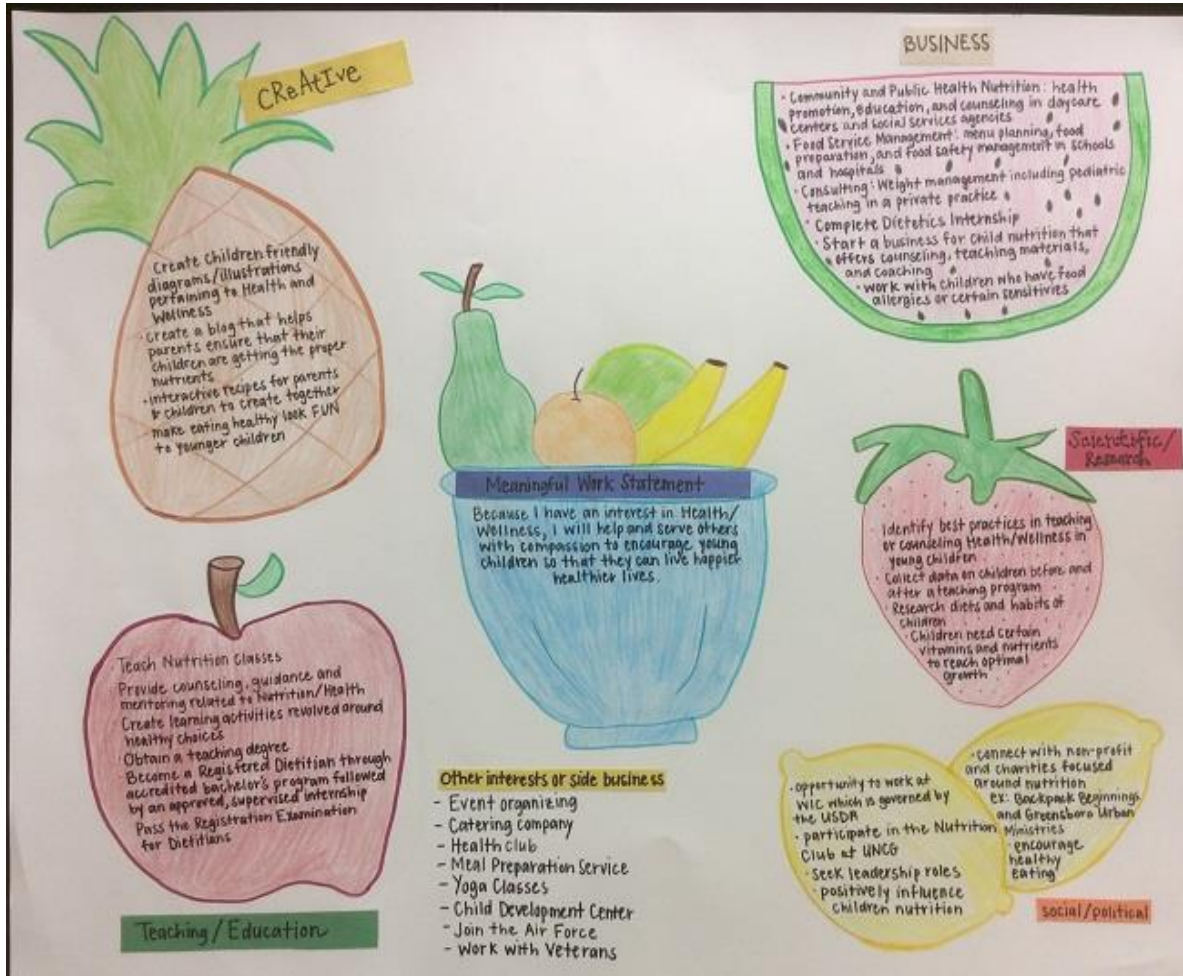
- Medical Chem. & Pharmacology
- Pharmaceutics & Lab
- Immunology
- Pharmacokinetics & Pharmacodynamics
- Ambulatory Care Skills & Clinical Skills
- Intro to Therapeutics
- Case Presentation 2
- Longitudinal Practice Experience 1

MISSION:

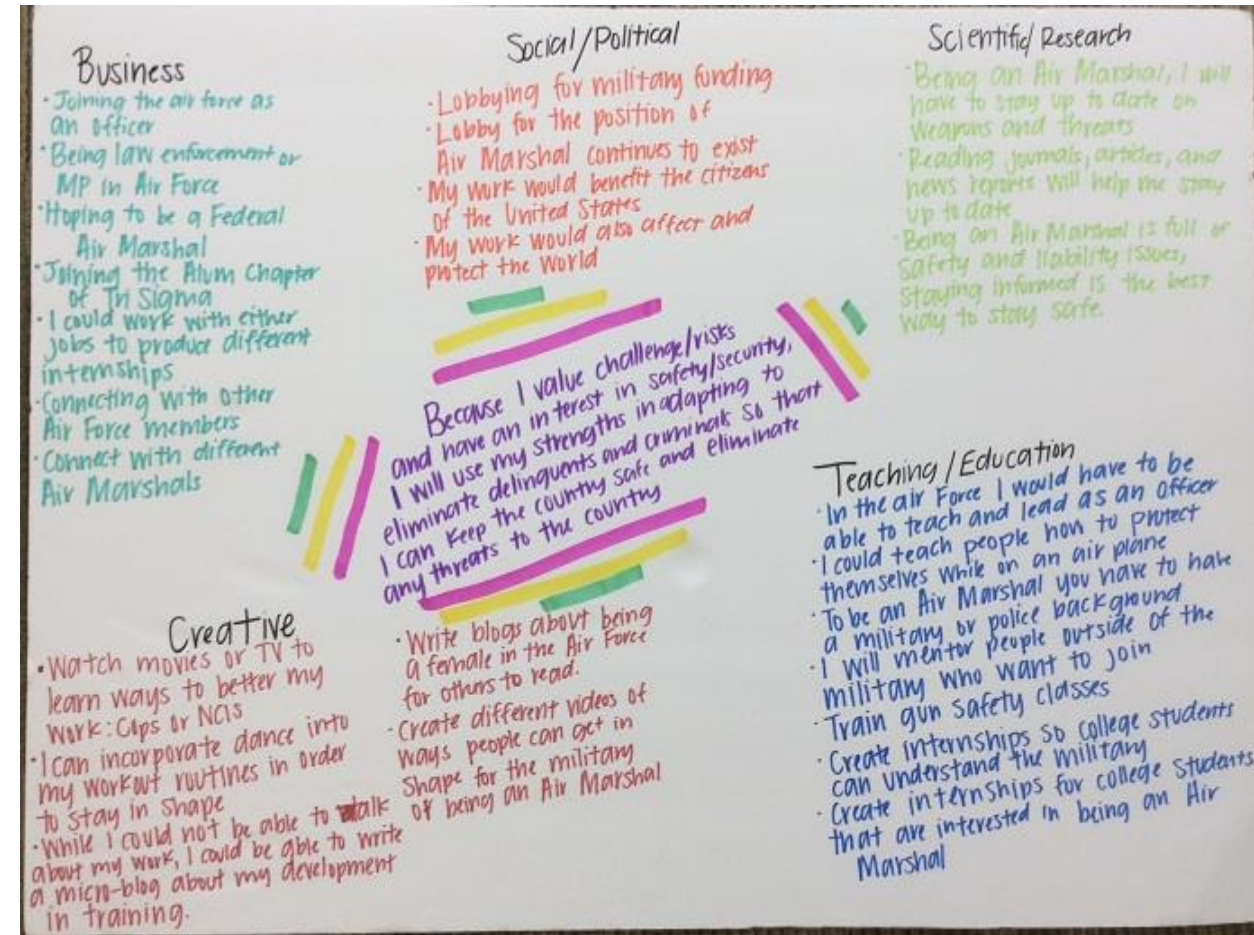
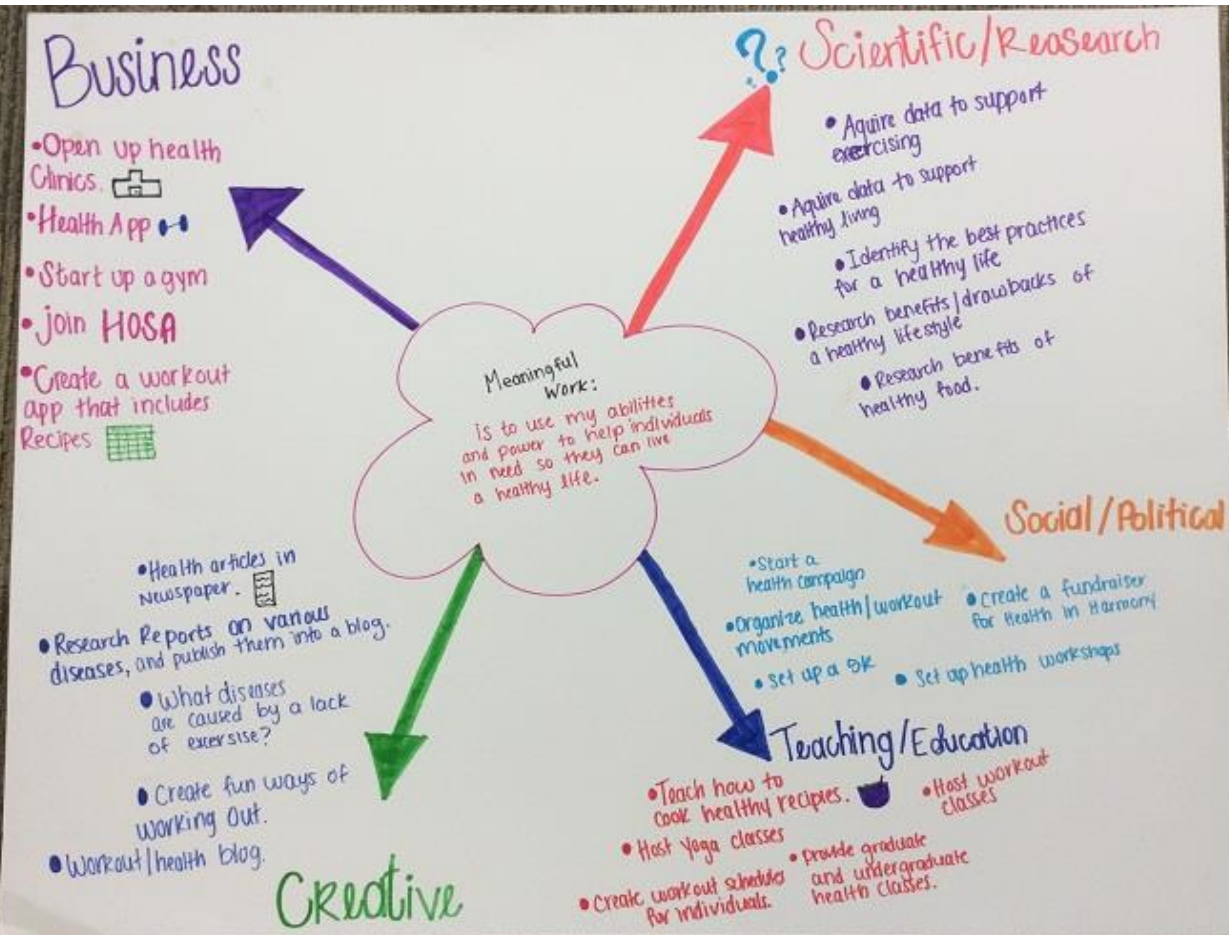
"To enhance and bring out the inner beauty in my clients by using innovative practices in a relaxed, friendly, secure environment."

Calling Connection Mind Map



Calling Connection Mind Map



Calling Connection Mind Map – Bill Example

Because I have an interest in self-help/personal growth and health/well-being, I will use my gifts as a curator of information and in group facilitation to empower students, faculty, and staff in higher education and people at a crossroads in life to optimize and design their lives to become the best version of themselves in service to something bigger than themselves to have hope for a better future and make the world a better place.

Business

- Facilitate a Life Design Catalyst (LDC) Facilitator Training Program here in NC.
- Facilitate LDC Catalyst Facilitator Training at other colleges/universities.
- Co-Founder the Life Design Institute, LLC.
- Present sessions about LDC Program at professional conferences.
- Created the Life Design Catalyst (online) Academy - <https://ldi.thinkific.com/>.
- Created Life Design Catalyst LinkedIn Group.
- Created Life Design Catalyst Academy membership group (for a fee).
- Train undergraduate students to facilitate LDC work with other college students and high school students.

Creative

- Write articles focused on various aspects of Life Design Catalyst Program.
- Created the “Dream Dean” blog - <https://thedreamdean.com/>.
- Created Life Design Catalyst Manifesto video.
- Created/edited various LDC workshop videos.
- Created the Life Design Catalyst Facilitator Training workbook.
- Created logos for Life Design Institute and LDC Training Program.
- Create a Life Design Catalyst documentary about the Life Design Catalyst experience.
- Host a weekly Life Design Catalyst weekly podcast/video series.

Scientific/Research

- Conduct research that shows retention and graduation success for students who take HHS125.
- Conduct student surveys to show impact of HHS125 student learning outcomes.
- Monitoring student success outcomes at two institutions using LDC work during 2020 Fall Semester.
- Writing article on the importance of teaching students self-awareness.
- Write white paper on the future of advising and coaching in higher education.
- Conduct research and wrote article on student values in higher education.

Social/Political

- Creating a movement to get advisors and coaches to implement Life Design Catalyst work at their institutions.
- Developed Life Design Catalyst Facebook Group.
- Developed Life Design Catalyst Facilitator Tribe.
- Provide various levels of support for National Academic Advising Association (NACADA) by being member of two Advising Communities.
- Working with individuals in NC Board of Education and NAACP to implement LDC work with high school students.
- Connect with the MyFutureNC group to help increase number of people with college credentials.

Teaching/Education

- Teach three different Design Your Life courses: What Could I Do With My Life, Redesign a Life You'll Love, and Side Hustle 101.
- Facilitate Life Design Catalyst workshops for students.
- Facilitate Life Design Catalyst Boot Camps workshops faculty/staff professional development.
- Host online events institutions interested in Life Design Catalyst work (Fort Lewis College, Harvard University, etc.)
- Have at least one graduate student serve as a intern with Life Design Catalyst Program and Life Design Institute every Spring.
- Host a 5-day Lunch and Learn Webinar Series on Self-Awareness/Knowing Yourself.

“What Could I Do With My Life”

Know Yourself

- Personal Responsibility
- Personal Integrity
- Personality Assessments (Myers-Briggs; Enneagram; Holland Code)
- Strengths Assessments (Character; Engagement; Principles You)
- Values Assessments (Personal Core; Desired Work; Lifestyle)
- Motivators (Personal; Workplace)
- Personal Superpowers
- Seven-Word Life Motto (Tagline)

Serve Profoundly/Find Your Right Pond

- **Meaningful Work Statement**
- **Major Exploration Academic Plan/Calling Connection Career Plan**
- **Core Emotional Challenges/Pressing Societal Issues**
- **Problem-to-Solve One-Liner**
- **Life's Work Endeavors (Educational, Experiential, Employable, Entrepreneurial)**
- **I Am Because You Were Statement**
- **Dream Team/Dream Community**
- **Vision for Service Statement**

Dream team

AFIF YANG
MOM
MICHELLE OBAMA

Vision work statement

IN SEVEN YEARS, I WILL BE WORKING AS A PUBLIC HEALTH ADVISOR AT CENTER FOR DISEASE CONTROL AND PREVENTION, HELPING MY COMMUNITY SUCCEED IN GAINING CONFIDENCE WITH PUBLIC HEALTH OUTLOOK SO THAT THEY CAN HELP THEMSELVES TO SUSTAIN A HEALTHY LIFESTYLE.

EDUCATIONAL

- ASSOCIATE DEGREE IN SCIENCE
- BACHELOR DEGREE IN PUBLIC HEALTH
- MASTER DEGREE IN PUBLIC HEALTH/ADMINISTRATION

EXPERIENTIAL

- VOLUNTEER FOR COVID-19 COMMUNITY HEALTH WORKER
- BE AN ADVOCATE FOR THOSE WHO CHOOSE/CANNOT SPEAK UP
- SHARING UP TO DATE NEWS ABOUT COVID-19 AND PUBLIC HEALTH

EMPLOYABLE

- INTERNSHIP WITH PUBLIC HEALTH LEADERS TO FURTHER UNDERSTAND THE WORLD PANDEMIC
- FULL TIME JOB AS A COMMUNITY HEALTH WORKER
- PART TIME JOB HELPING COVID-19 OUTREACH

ENTREPRENEURIAL

- CREATE A YOUTUBE CHANNEL TO SPREAD PUBLIC HEALTH AWARENESS
- INTERNSHIP TO THOSE WHO ARE INTERESTED IN LEARNING MORE ABOUT PUBLIC HEALTH
- MENTOR COMMUNITY HEALTH WORKER TO BETTER THAN UNDERSTANDING IN THE PANDEMIC

Problem to solve linear

MOST PEOPLE DON'T KNOW HOW IMPORTANT IT IS WITH PUBLIC HEALTH. BY USING MY KNOWLEDGE AND SKILLS, I CAN HELP THEM GET FAMILIAR WITH PREVENTING INFECTIOUS DISEASE, AND PROMOTE A HEALTHY LIFESTYLE SO THEY CAN UNDERSTAND HOW IMPORTANT IT IS TO SUSTAIN A QUALITY OF LIFE THROUGH ORGANIZED EFFORTS.

Meaningful work statement

BECAUSE I HAVE AN INTEREST IN BEAUTY, I WILL USE MY LEARNING TO IMPROVE PEOPLE IN EMOTIONAL CRISIS SO THAT IT WILL BRING MORE HAPPINESS INTO THE WORLD.

There is more in me than anyone can see.





Life's Work Posters

Tagline: "Life is too short to be anything but happy"

IMPACT STATEMENTS:

Meaningful Work: Because I have an interest in Self-Help/Personal Growth and Children Issues, I will use my talents and gifts caring for others and encouraging people to listen and engage with young children so that they can feel proud of themselves and bring more happiness into world.

Problem to Solve One-Linear: Most young children don't know how to/need help with expressing emotions and communicating with what they want. By using personal experiences and social services, I help them get the proper resources and support needed so they will have the confidence in life to be the best they can be.

Vision for Work: In seven years, I will be working as a social worker and owning my own childcare in NC, helping children enhance skills and knowledge as well as giving them additional support and resources needed. I will also be an awesome mother and wife to a beautiful family.

Educational:
Take additional classes in relation to sociology to gain more knowledge
Obtain a Bachelor's Degree in Sociology
License for clinical social worker

Experiential:
Doing a podcast on children and mental health
Volunteer at Habitat for Humanity
Practice meditating consistently

Employable:
Mentorship
Clinical/social work in NC
Getting an LLC for childcare business

Entrepreneurial:
Looking into internships
Getting an LLC for childcare business
Creating a family business

Seven Word Life Motto
"Today's the tomorrow you worried about yesterday"

Life Works Traits/Characteristics:

- Personality: Insightful, Altruistic, Passionate
- Strengths: Kindness, Love, Learner, Connectedness
- Values: Personal Development/Growth, Family/Friendship, Enjoyment/Happiness
- Motivators: Accomplish goals, Become a better me, Be happy, Be in control of my life, Make a difference in the world
- Superpowers: Trustworthy, Kind/Friendly, Generous

Dream Team

- ◆ Koso Ndaye
- ◆ Josephine Otm
- ◆ Rowan A.
- ◆ Les Brown
- ◆ Mentor Margaret
- ◆ Mom

ORANGE YOU GLAD YOU GOT YOUR LIFE FIGURED OUT?




Brianna's Vision

Traits/Characteristics

- Leadership
- Kindness
- Compassionate
- Perfectionist
- Perseverance

Team Members

- Shelby Menard: My inspiration, gives me motivation to get things done.
- Hunter Westerberg: My support system, always there to pick me up when I fall.
- Dolly Noel: My backbone, tells me the truth even when it hurts.

Meaningful Work Statement

- Because I have an interest in self-love/confidence, I will use my gift of bringing out the best in others to make people see themselves as beautiful.

Vision of Work Statement

- In seven years, I will be working as a social media influencer on YouTube/Instagram, helping young adults/teens with inspirational posts so that they can gain the confidence they deserve.

Problem to Solve One-liner

- Most young adults need help with their personal self-image. By using my past-experience, I can host self-help seminars, and in turn, I help them learn ways to be more confident and comfortable in their skin so they can be confident and have a healthy understanding of self-worth.

Educational Area

- Earn a bachelor's degree in psychology, counseling, or sociology.
- Take an online course such as "How to break the habit of self-doubt and build real confidence."
- Take a training class such as "confidence training for managers."

Experiential Area

- Volunteer in my local community, Planned Parenthood works with young LGBTQ+ teens that are struggling with support from family and friends.
- Start up a research project on how social media can be toxic for growing minds.
- Start an online seminar over zoom to discuss my plans and give tips on self-worth/confidence.

Employable Area

- Full-time job as an inspirational YouTuber.
- Part-time job as a social media influencer on Insta/Snapchat.
- Get an internship or temp job at planned parenthood for the reasons listed above.

Entrepreneurial Area

- Start up a website or blog to share my goals/thoughts/tips/advice.
- Create a clothing line that is inclusive and will make young adults feel confident and beautiful.
- Create a merch line that goes along with my YouTube channel.

Tagline

- "Self-love isn't selfish, it's important."





Educational

- Bachelors Degree: Recreation and Parks Administration
- Masters Degree: Physical Education (Sport Sociology)
- Student Success Training: On Course I & II Workshops
- Coaching Training: Purpose Coaching; Life Coaching
- Coach Certification: Dream Coaching; Spiritual Group Coaching; Wellness Coaching

Experiential

- Writing (Articles Published): Growth Year vs Gap Year; Lifelong Learning; Purpose Pathways
- Writing (Copyrighted): Life Design Catalyst Facilitator Training Workbook
- Workshops: Keys to Success / Know Yourself 5-Day Lunch and Learn Workshop
- Volunteer/Service: NACADA Steering Committee Member: Advising and Academic Coaching; Advising First-Year Students
- Presentations (NACADA): Life Design Catalyst Program; Advising Black Males; Academic Coaching
- Research: Study on Values and College Students

Life's Work Traits/Characteristics

- Inner-Directed/Values-Driven
- Maximizer
- Futuristic/Hope
- Wisdom/Purpose
- Personal Growth/Development
- Connection with family, friends, community, tribe
- Leave a legacy
- Do work that's significant
- Make an impact on others
- Curator of Information

Impact Statements

Meaningful Work Statement: Because I have an interest in self-help/personal growth and development and health/well-being, I will use my talents and gifts as a curator of information and in group facilitation to empower students, faculty, and staff in higher education and people at a crossroads in life to optimize and design their lives to become the best version of themselves in service to something bigger than themselves to make the world a better place.

Problem to Solve One-Liner: Most advisors, coaches, career counselors, and educators in higher education are charged with helping students stay in college, graduate from college, and get jobs after they graduate from college. The Life Design Institute trains these higher educational professionals to use introspective tools and powerful questions to utilize strategies that empower students to design and implement personalized plans to not only graduate from college, but to be healthy, happy, and successful in school, in work, and in life.

Vision of Work Statement: In five years, I will be working as a facilitator/trainer through the Life Design Institute training faculty and staff at 1,000 high schools, colleges, and university in the U.S. to implement the Life Design Catalyst curriculum to empower their students and members of their communities to become the best version of themselves in service to something bigger than themselves with hopes for a better future and to make the world a better place.

Employable

- (Current) Specific FT Job: Student Success Coordinator, UNCG
- (Current) Specific PT Job: Instructor, UNCG
- (Past) Specific FT Job: Assistant Dean of Students, William and Mary
- (Future) Specific FT Job: Dean of Personal and Professional Development, Berry College
- (Future) Specific FT Job: Vice Provost for Experiential Learning and Life Design, Johns Hopkins
- (Past) Internship: Fitness/Personal Trainer, Pike Creek Court Club
- (Past) Specific PT Job: Computer Lab Technician, Univ of Delaware

Entrepreneurial

- (Past) Business Venture: Dream Big Institute
- (Current) Business Venture: Life Design Institute
- (Current) Start-Up Company: Life Design Catalyst Academy
- (Past) Independent Contractor: Life Design Catalyst Boot Camps
- (Past) Independent Contractor: Life Design Catalyst Training
- (Past) Side Hustle: Sports Card Collector/Seller
- (Past) Side Hustle: Speaker/Presenter at Conferences and Special Events

Seven-Word Motto/Tagline

- Dream Big. Live With Purpose. Inspire Others.
- Striving to be 1% better every day.
- Achieving more than one ever thought possible.

Dream Team

Alicia Sepulveda
Marianne Auten
Andrea Scherrer
Denise Dufek
Robin Middleton
Stephanie Williams
Megan Cayton

In-Class Activities:
Journaling Questions
“Serve Profoundly/
Find Your Right Pond”

Inspirational Video

- 6 Strategies You NEED To Create A 6-Figure Income (Benjamin Hardy) – <https://www.youtube.com/watch?v=Ywva4Ai5vAg>

Journaling Questions

- What do you need to do to move from an "Entertainment" mentality to an "Education" mentality?
- How do you move from being a "Consumer" to being a "Creator?" How do you feel about failure?
- What's one thing that you want as your vision for your desired future self, that's different than your current (or past) self?
- What's one way you can invest in your future self (through education, mentoring, skills, etc.)?
- What do you need to do to stop worrying about what other people think? How will you detach yourself from the people that represent your current (or past) self? How will you surround yourself with people to represent your future self?
- What do you need to do to make a commitment to learning more about how a business works, making money, and marketing?

Enrollment, Retention, and Graduation Rate Data (HHS125)

- Enrolled over **2,500** students in group coaching course since Fall 2014
- Over 230% enrollment growth over three years (**243** students enrolled in 2015-16, **388** in 2016-17, 443 in 2017-18, and **567** in 2018-19).
- From Fall 2008 to Fall 2013, achieved slightly higher Retention Rates (3.2%), as well as higher increases in 5-Year (6.4%) and 6-year (2.8%) Graduations Rates than the UNCG average.
- Since Fall Semester 2014 (when we implemented the Poster/Presentation Projects), achieved over **81%** Retention Rate for all students (versus 76% for UNCG), over **40%** 4-Year Graduation Rate (vs 33% for UNCG), and **63%** 5-Year Graduation Rate (versus 50% for UNCG) and **67%** 6-Year Graduation Rate (versus 56% for UNCG).
- Achieved over **82%** Retention Rate for all Minority students, including:
 - Achieved over **84%** Retention Rate for Black/African American students.
 - Achieved over **83%** Retention Rate for Hispanic/Latino students.
- Achieved over **91%** Retention Rate for Transfer Students (Fall Semester 2018 to Fall Semester 2019).

Student Learning Outcomes Results

- **93.1%** - This course helped me understand my personality, my strengths, and my values.
- **89.0%** - This course helped me understand my meaningful work - how I plan to serve others.
- **84.2%** - This course helped to clarify my goals and dreams and create a vision for my future.
- **88.7%** - This course provided me with knowledge that could help me be successful in life.
- **83.4%** - I believe that I can make better decisions about my life and my future now that I have completed this course.
- **82.7%** - I have a much better understanding of who I want to be and what I'm here to do now that I've completed this course.
- **77.9%** - I appreciated the opportunity to interact with my classmates during class each week.
- **75.4%** - I enjoyed having meditation/quiet time at the beginning of every class.
- **93.4%** - I would recommend this course to other students.

Closing

Now, knowing a little but more about yourself, how would YOU answer these two BIG Questions:

- Who do you want to be (or become)?
- What do you **REALLY** want to do?

Contact Information

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